

TO THE TEACHER

This series of worksheets on personal history has been developed by the Curriculum Development Project of the Yukon Native Brotherhood. The main objective of the type of personal history project suggested here is to reinforce the building of the student's self-image, means of developing an interest, a knowledge, and a pride of personal family background. As well, an awareness and appreciation of cultural diversity should result. These are equally valid objectives for both native and non-native students.

The format has been planned with flexibility in mind. It is suggested that these worksheets be reproduced through means of spirit duplicator, and the students use them as a basis for assembling their individual personal history books in folders or loose-leaf notebooks. This permits insertion of pages of pictures, drawings, charts, or notes at appropriate places, and also enables the teacher to alter the order or omit sections if it is thought appropriate. For the same reason, we have not given the book a title, so that each student can choose his own title for his personal copy.

Aids for Teachers, Early Yukon Cultures

These worksheets can be utilized in any of the intermediate or junior high grades, depending on how the teacher presents them. The suggestions for activities can be used in many different ways and will doubtless stimulate ideas for additional activities. We would be most interested in hearing from teachers of various levels who have used this material with their classes, as to how the students reacted and which activities proved the most useful. Any suggestions for additions or revisions will be welcome.

Yukon Native Brotherhood

The references specifically referred to in this material include:

Early Yukon Cultures by Julie Cruikshank, published by Yukon Territorial Department of Education. This is an authorized text for grade four and is available from Media Services.

Their Own Yukon by Julie Cruikshank and Jim Robb, published by the Yukon Native Brotherhood. Your school library may have a copy. If not, many student's homes will own a copy.

Community Study Kit edited by Julie Cruikshank. This is a collection of various clippings, articles, maps, etc., pertaining to the history of the individual community. They were placed in order in 1975.

We acknowledge our debt to the Academic Education Branch of the Department of Northern Saskatchewan, whose materials supplied the idea from which this book was adapted. Mrs. Virginia Smarch, of Teulon, and Mrs. Adeline Webber, enrollment officer for the Council of Yukon Indians, supplied valuable advice during the development of this material. A number of others also offered comments which were much appreciated.

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A NOTE ON KINSHIP SYSTEMS AND CLANS

On the fourth page of this book, "Wolf" and "Crow" and "clans" are mentioned. For the teacher's reference, we are including some background information regarding these kinship divisions.

"Traditionally, Indian people in the Yukon Territory have traced their decent through their mother's line. Each individual belongs to the same descent group as his mother, and these groups are named either Crow or Wolf. A woman who was of the Wolf division could marry only a man of the Crow division and a woman of the Crow group must marry a man of Wolf descent. Her children, male and female, would be members of her group."¹

Almost every native person of Yukon background is aware of whether he or she belongs to Wolf or Crow. There is really no English general noun in common use to refer to these divisions, although the word "clan" is sometimes used.

It should be noted also that there are some Native children in Yukon classrooms whose parents have moved here from other parts of Canada. Such descent groups as those referred to above are almost unknown among native people from the prairie provinces. Natives originally from various areas of British Columbia may be aware of other groups than Wolf or Crow.

Among Tlingt people, and some Southern Tutchone people, each of the two main descent groups of Wolf and Crow are subdivided into a number of "clans". Each clan has the right to use certain animal symbols as emblems. These sub-groups, referred to in the second section of the fourth page, are likely to be known in the communities of the southern communities of the southern Yukon, but will not be familiar to people of the northern areas.

These clans are important in the protocol of potlatches and various ceremonies. The clan system is immensely complicated, and we cannot be expected to treat it in any detail in a school classroom. By affording the clan system the respect of acknowledging its existence, we hope that children will be encouraged to learn more of what their parents and grandparents have to teach them about these ancient traditions.

¹ Their Own Yukon Cruikshank and Robb, 1975, page 69.

This book is about to be made

BY YOU

It will be your own personal history book

You will tell the story of

THE REAL YOU

with drawings, maps, charts, photographs,

cartoons, and stories

Paste a picture of yourself here.

Who are YOU, really ?

Name, please _____

How much do you know about your name ?

Let's find out some things about it.

Write it again, all of it.

First name

middle names

last name

People often have more than one middle name.

Do you know who gave you your name ?

Do you know if it was someone else's name before you got it ?

Have you given your name to anyone else ?

Do you have a nickname ? _____

How did you get it ? _____

Some people have an Indian name, or a name in another language.

Do you ? _____

Do you know what it means ?

Who gave you this name ?

Take a look at other names in your family.

Mother _____

Father _____

Did your mother have a different name before she was married?

Can you do this for your grandparents?

Many people in the Yukon belong to either the Wolf or the Crow.

Do you ? _____

How do you know to which of the two you belong ?

In some communities, some people also belong to a "clan".

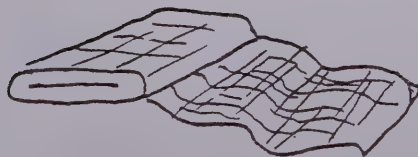
These are sometimes referred to by names such as Yanyedi or Decitan, or sometimes go by animal names such as Beaver or Frog.

There are many of these.

Do you belong to a clan ? _____

Which one ? _____

Different groups have certain symbols they can use. For example some wolves can use the symbol of the killer whale and the eagle.



There are other kinds of family symbols, too. Some families with Scotch names have a special pattern of plaid that belongs to their family name. Some families have a special design called a family crest or coat of arms.

Do you know if your family has any special symbols ? Can you draw them and put them in this book ?

Long ago, no one had a last name.

Some times a man would use just one English name, like Charlie.

Then, his children would use that name as a last name, like John Charlie.

Some times people would use the last name of a friend or person they admired to be their last name.

Some last names have a special meaning connected to a job or something else about the first people to use it. For example:

Armstrong

Smith (Blacksmith)

Miller

Skookum



Some last names began by adding a syllable to the father's first name.

For example: Johnson

McKay

O'Brian

Maximchuck

Many last names first started out in another country.

What can you find out about your last name ?

History is the story of people.

Your family history is important because it is part of the history of the Yukon and part of the history of Canada.

Most of all, it is important because it belongs especially to your family, and especially to you.

The rest of this book suggests some ways you can find out more about the history of your family. You probably will not be able to do all the things suggested, so pick several to work on and see how much you can find out about your own personal history.

1. RELATIVES

A family is made up, of course, of many other people besides parents and kids.

There is a chart of relatives on the next page. Write the first names of the relatives you have in the right places. Of course, not every one has all these relatives. Some of you have several of one kind of relative.

In English, the same word is often used for several different relatives. For example, mother's father and father's father are both called grand father. Other languages often have many more words for kinds of relatives than English has. If you know another language, or know someone who does, see if you can find some of that language's words for the different kinds of relatives. Do another copy of the chart and put the words for the different kinds of relatives in the right places.

Mother's sister's daughter _____

Mother's sister's son _____

Mother's sister's husband _____

Mother's mother _____ Mother's sister _____

MOTHER _____

Mother's father _____ Mother's brother _____

Mother's brother's wife _____

Mother's brother's son _____

Mother's brother's daughter _____

_____ my older sister

_____ my younger sister

ME _____

Father's sister's daughter _____

Father's sister's son _____

Father's sister's husband _____

Father's father _____ Father's sister _____

_____ my older brother

_____ my younger brother

FATHER _____

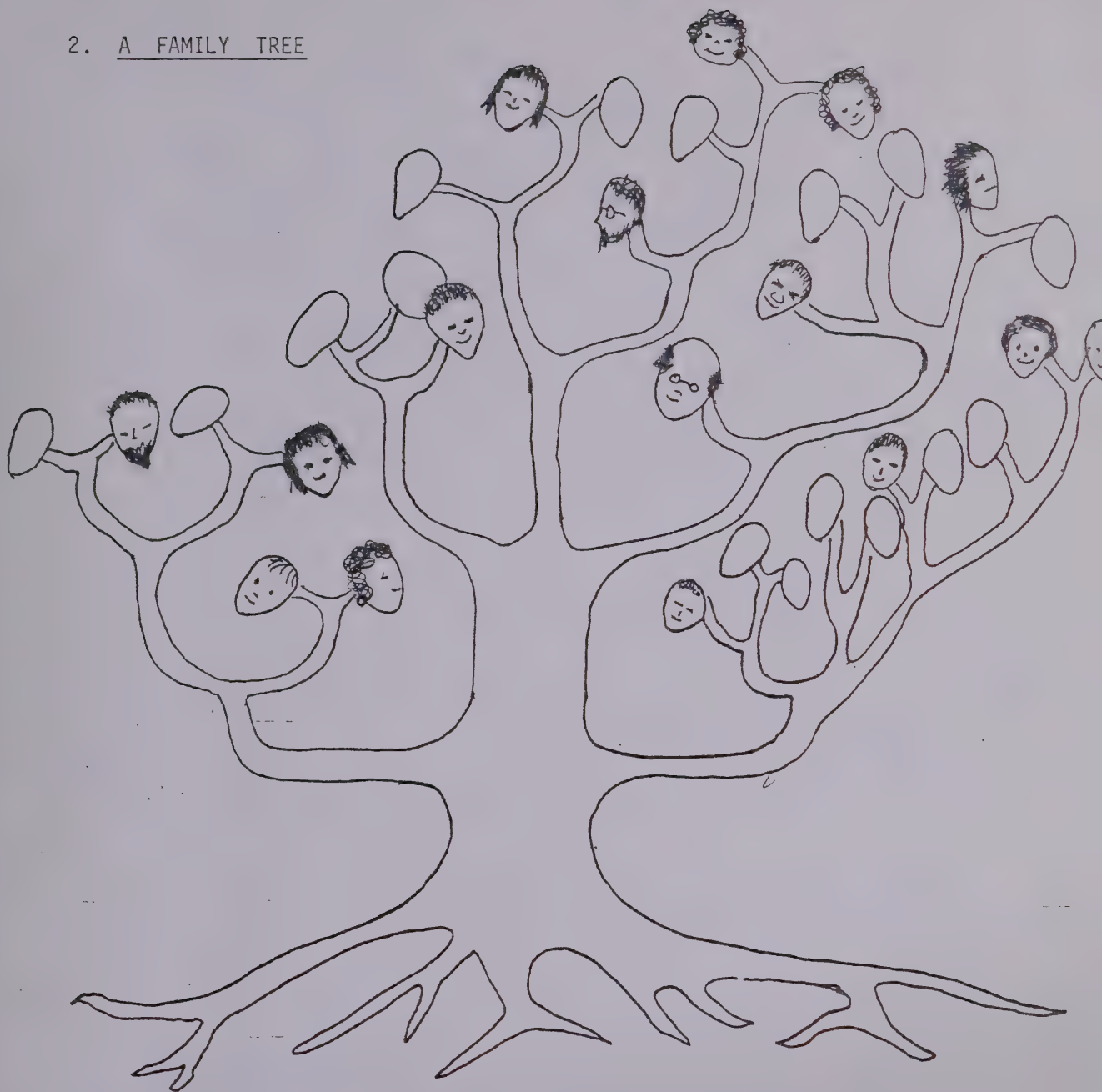
Father's mother _____ Father's brother _____

Father's brother's wife _____

Father's brother's son _____

Father's brother's daughter _____

2. A FAMILY TREE

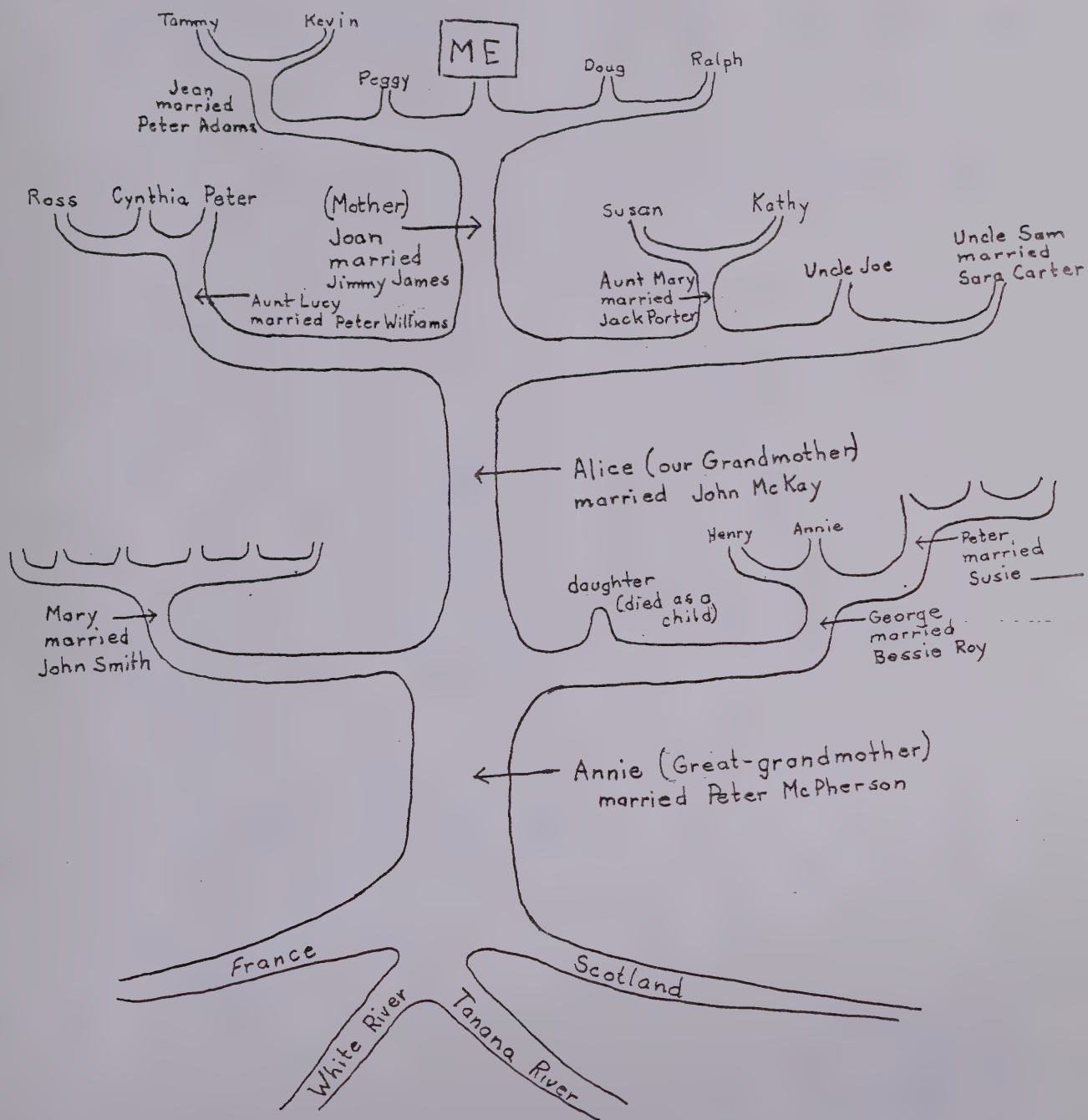


The chart on the last page is one kind of family tree. Here is another kind.

The branches are the children of each pair - and then their children and who they married. You will be a twig at the very top! Your grand parents, or great grand parents, as far back as you can find information, are the branches. The roots are where the family came from - maybe several different places.

Another kind of Family tree:

(Do this one on a big sheet of paper)



If you are able to do so, visit the C.Y.I. Enrollment Office in the Indian Centre in Whitehorse, Adeline Webber, the enrollment officer, will show you some very large family trees. You might even find yourself one!

3. WHERE HAS YOUR FAMILY LIVED ?

Many families live in different places now from where they used to live at other times.

What different places have you lived in? What different places have your parents or grandparents lived in?

Many families used to spend most of the year travelling between different camps. There is a chart that describes this way of living on page 22 of Early Yukon Cultures. Can you find out if some of your family used to live like this? Where did they travel and where were some of their camps? Can you draw a chart that shows what your family did and where they camped at different seasons of the year?

There are many places in the Yukon that were communities at one time but no one lives there any more. Some were trading posts or settlements of just a few families; some were large towns. The names of some of these places are:

Livingston

Aishihik

Johnstontown

Hutshi

Minto

Coffee Creek

Fort Selkirk

Little Salmon

Moosehide

Silver City



Did your family ever live in a place where no one lives now?

Why did they leave?

Did anyone in your family come to the Yukon from a different part of Canada?

Did any one in your family come to Canada from a different country?

Make a map showing all the different places your family has lived in the last 50 years. You might need a map of the Yukon; or a map of Canada; or of the whole world! Can you show where they have lived for the last 100 years?

One reason people move from place to place is because they do different kinds of work. Make a picture story, cartoon or mural showing all the different kinds of work people in your family have done in the last 50 years.

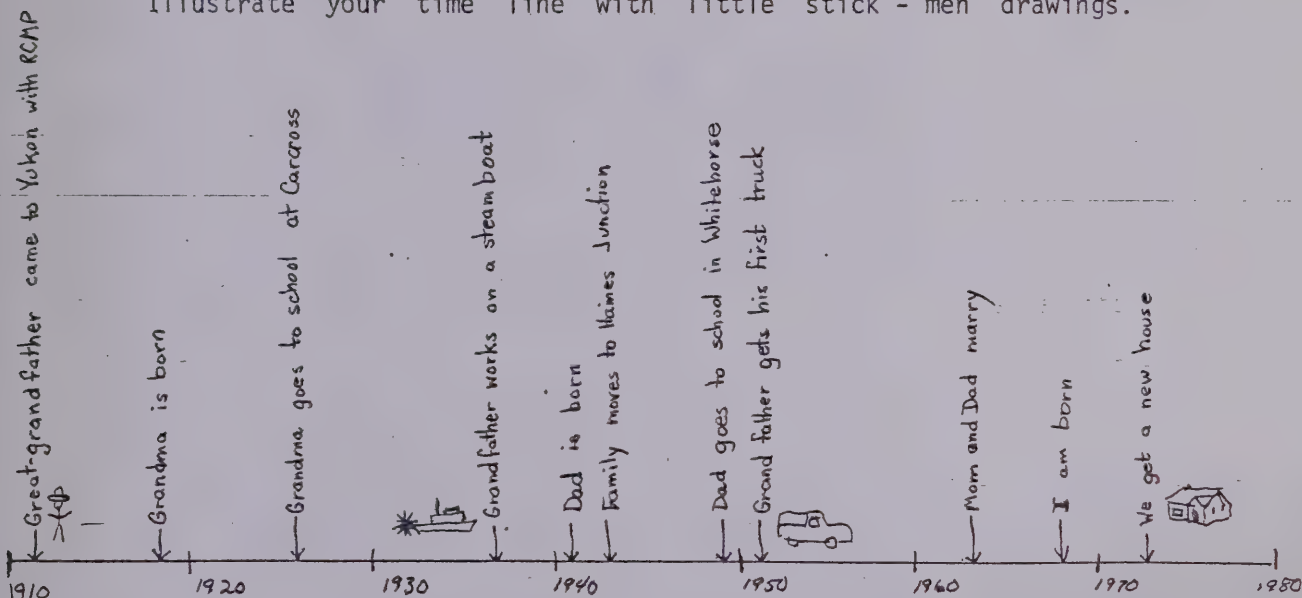
Have many people in your class moved to your community from different places? A large map showing all these places could be a class project.

4. FAMILY TIME LINE

You will need a long piece of paper. Tape several pieces together so they can fold easily.

Your teacher will help you work out the way to show years on it. You will need to add paper in order to lengthen the line as you find out more things that happened a long time ago.

Illustrate your time line with little stick - men drawings.



You might need several time lines for different parts of your family.

A group, or the whole class working together, could do a time line for your community. If there is a copy of the Community Study Kit for your community in your school, it will help you find a lot of information to use.

5. OLD FAMILY PICTURES

If you ask around in the family, you can probably find a lot of old photographs.

... Maybe your aunt as a baby

... Maybe pictures of a potlatch that took place a long time ago.

... Maybe a picture of the first store or trading post in your community.

You never know what you will find on this kind of a treasure hunt !



Older members of the family may not want to give away pictures in case they get lost. Ask your teacher about getting them copied for your collection.

Look at the book Their Own Yukon. Do you know some of the people in the pictures in it? Can your parents or grandparents tell you more about some of the people in it?

Maybe you can visit the Yukon Archives to see some of the old pictures they have of your community. If you can't, the archives will send you some photocopies of old pictures of your community if you request them.

Ask some of the older people of your community in to see the pictures. They will probably be able to tell you many more things about them. Or take your pictures to an older person and ask about them.

6. COLLECTIONS

Lots of people keep things to remind them of special times or trips or events.

You likely do this yourself.

Your personal collection can illustrate your personal history.

Maybe you can collect some things that members of your family have saved. Some ideas:

newspaper clippings

photographs

articles of clothing

beadwork, embroidery,

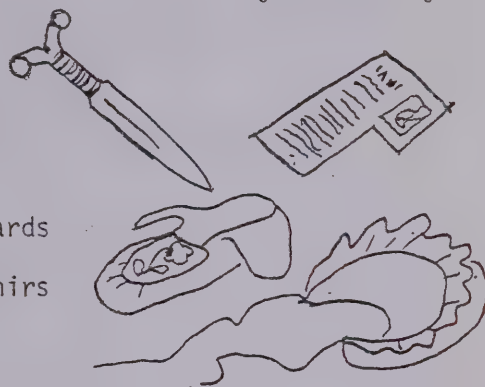
crochet

tools

books

postcards

souvenirs



What is the oldest thing you can find that belongs to your family ?

Tell the rest of the class about it. Maybe you can bring it to show the class. Who found the oldest thing of all ?

This kind of collection is like a museum of your personal or family history. There are community museums in several Yukon communities. If there is a museum in your community, try to visit it. You might find something in it about your family !

ORGANIZING YOUR COLLECTION

Collections are nothing but junk until you get them organized.

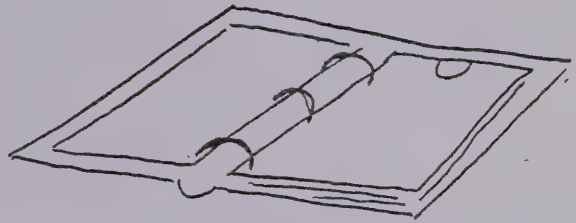
So - get organized !

Find out as much as you can about each item. Record your information and make a file

... on cards

... in a ring binder

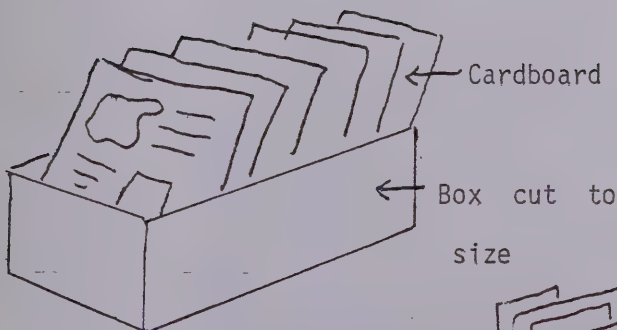
... on paper



paper, cards or big envelopes in
a binder

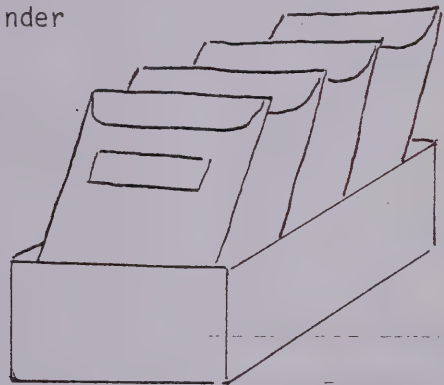
Fasten small items onto cardboard

Label the items.



Cardboard

Box cut to
size

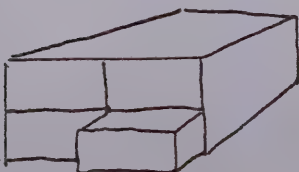


Big envelopes:

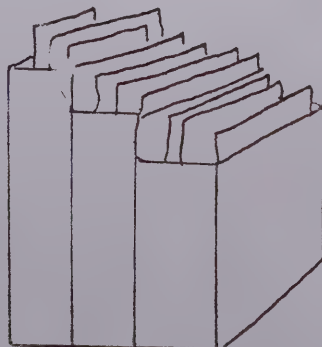
one for a year

or one for a person

or one for a topic



Matchboxes taped
together to make
"drawers" for small items.



Soap or cereal boxes taped
together - cover with
wall paper or mac-tac

7. FUN

People have always liked to have a good time.

What kinds of toys did your parents have? What kinds of games did they play? What about your grandparents? Can you make a model of one of the toys they played with? Can you learn enough about one of the games to teach it to the rest of the class?



What special times of year, special days, or holidays did your parents enjoy? Your grand parents? What did they do at those times? Make a picture story, cartoon, or mural to show what happened at these times.



8. FOOD

There are all sorts of things you can find out about food.

... What was your Dad's (or your Mom's) favorite food when they were kids?

... What treats did your Grandmother make for her family?

... When was the first store built in your community?

... When did the store first start selling potato chips?

... How did the store used to get fresh fruit and vegetables?

How do they now?

Make a cartoon strip showing the changes in eating.

9. CLOTHES

Some kinds of clothes have changed a lot in the last 50 years: others, like parkas, have not changed much at all.

Use drawings, or photographs, or dolls to illustrate the changes in clothes over the last 50 years.

Can you find a really old catalogue? Figure out how much it would cost you to buy an outfit from it. Use a new catalogue to find out how much a similar outfit costs today.

Does your family have some special piece of clothing saved from many years ago?

... Maybe a button blanket or a gopher-skin blanket.

... Maybe a dance shirt or apron.

... Maybe your grandmother's wedding dress.

... Maybe your mother's baby shoes.

Tell the class about it. Perhaps you can get permission to bring it to school to show the class. Or make a picture of it to show to the class, or to put in this book.



There are lots of other ways to find out about your family history. See what other family history projects you can come up with.

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AUTHOR

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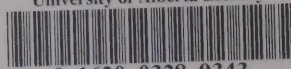
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